



Higher Education of Social Science
Vol. 9, No. 2, 2015, pp. 13-17
DOI:10.3968/7382

ISSN 1927-0232 [Print]
ISSN 1927-0240 [Online]
www.cscanada.net
www.cscanada.org

New Situations and Approaches of College Moral Education in the Mobile Internet Era

WANG Huamin^{[a],*}; XIANG Yusen^[b]

^[a]Professor, College of Education and Marxist Theory Research Center, Southwest University, Chongqing, China.

^[b]College of Optoelectronic Engineering, Chongqing University of Posts and Telecommunications, Chongqing, China.

*Corresponding author.

Supported by China Chongqing Municipal Social Science Planning General Project “a Study on the Approaches of Nurturing College Students’ Socialist Core Values in the Micro Era” (2014YBMK002); China Chongqing Municipality Education Commission Humanity and Social Science Key Project “a Research on the Effectiveness of Ideological and Political Education Based on Mobile Internet for College Students” (FDYZY2014002).

Received 8 May 2015; accepted 19 July 2015
Published online 26 August 2015

Abstract

As the mobile terminals and wireless networks continue to evolve, people move into the era of mobile Internet, and mobile Internet changes people’s thinking ways and behaviors comprehensively. College moral education is in the face of opportunities as well as challenges in innovation. In this circumstance, we should play the active role of mobile Internet in college moral education, accelerate to enhance educators’ comprehensive abilities to use mobile Internet, promote college students’ capabilities to use mobile Internet, promote the construction of college mobile network mechanism, and attach importance to constructing mobile Internet platform of moral education.

Key words: Mobile internet; Moral education in colleges; Situation; Approach

Wang, H. M., & Xiang, Y. S. (2015). New Situations and Approaches of College Moral Education in the Mobile Internet Era. *Higher Education of Social Science*, 9(2), 13-17. Available from: <http://www.cscanada.net/index.php/hess/article/view/7382> DOI: <http://dx.doi.org/10.3968/7382>

INTRODUCTION

Mobile Internet (referred to as MI) is an emerging business which uses mobile wireless communications to acquire business and services based on intelligent mobile terminals. The mobile terminals refer to computer equipment that can be used in motion, broadly including mobile phones, notebooks, tablet PCs, POS machines and even on-board computers, but in most cases they refer to smart phones and tablet PCs with a variety of application functions (Zhao, 2014). Currently, mobile Internet has more or less been involved in moral education in colleges, intervening in the forms such as microblog, Wechat and QQ, etc., but the majority of colleges and universities use it just in a narrow scope, shallow level, and with weak effectiveness. Playing the comparative advantages of mobile Internet, actively exploring new methods and new paths of education, and using new educational technologies to enhance the effectiveness of education are the inner impetus to enable college moral education to achieve a sustainable development.

1. COEXISTENCE OF OPPORTUNITIES AND CHALLENGES: THE NEW SITUATIONS OF COLLEGE MORAL EDUCATION IN THE MOBILE INTERNET ERA

In order to accurately grasp the impacts of mobile Internet onto college moral education, the author has carried out a survey to college students from six universities, including Chongqing University, Southwest University, Sichuan International Studies University, Chongqing Normal University, Chongqing University of Science and Technology, Chongqing University of Humanities, Science and Technology. 1,000 questionnaires have been issued, and 913 questionnaires have been returned, with a

response rate of 91.3%, out of which 885 are valid questionnaires, with an effective rate of 96.9%. 24 college instructors and moral education teachers have been interviewed. The finding shows that in the era of mobile Internet there are opportunities and challenges to coexist in college moral education.

1.1 Opportunities Faced by College Moral Education in the Mobile Internet Era

Compared to traditional networks and fixed classrooms, mobile Internet has the advantages of mobility, portability and timeliness, etc.. In the new circumstance, college moral education ushers in new opportunities for development.

1.1.1 Mobile Internet Extends the Time and Space of College Moral Education

For a long time, moral education in colleges is subject to time and space. On-class education and off-class education are seriously out of line, educational effect can not be guaranteed, and education model reform needs to make progress. Mobile Internet has the “4A” advantages at anytime, anywhere, anyone, and any device, breaks the constraints of time and space, and strengthens the learning flexibility and autonomy of educational objects. Surveys show that for the average time spent by college students on mobile Internet everyday, 6.7% students spend less than 1 hour, 51.2% students spend 1-3 hours, 30.4% students spend 3-5 hours, and 11.8% students spend more than five hours; For the time period using mobile Internet (multiple choice), in learning is 37.6%, in entertainment 85.8%, on the road 57.9%, in eating 35.3%, before going to sleep 59.5%, and others 3.1%. It can be seen that mobile Internet has occupied most of the recreation time of undergraduates, has quietly entered the periods of having class and eating, and has been fully integrated into every time and space of students’ lives. With the gradual improvement of college wireless network infrastructure, classrooms, dormitories, canteens, libraries and other public areas will gradually be covered by WIFI, thus undergraduates can access to free wireless Internet anywhere, can read learning materials, watch learning videos, download curriculum resources, participate in class discussions, and submit classwork in mobility. Mobile Internet shifts college moral education from fixed classrooms to mobile classrooms, and changes gathered learning to self-learning.

1.1.2 Mobile Internet Enhances the Contemporary Sense of College Moral Education

Innovation and development of moral education in colleges not only needs to timely update the content of education timely, but also needs to duly improve educational carriers and ways to adapt to the requirements of the times and undergraduates’ expectations for novelty and diversity. The “post-1990s generation” has become the absolute backbone of undergraduates. They pursue

fashion, have distinctive characteristics, and have a strong ability to accept new things, so mobile terminals represented by mobile phones and tablet PCs have gained in popularity. *The 35th Statistical Report on Internet Development in China* released by China Internet Network Information Center shows that, until December 2014 the percentage of Chinese mobile phone Internet users has been 85.8%, 4.8% higher than the end of 2013, the usage of tablet PC Internet has reached 34.8%. Mobile phone users have been more than PC Internet users, and most of mobile Internet users have been young students. College moral education has effectively integrated with mobile Internet characterized by a strong flavor of the times, so that educational approaches can be more flexible, educational platforms can be more diverse, the enthusiasm of undergraduates can be more effectively mobilized, and contemporary education can be enhanced.

1.1.3 Mobile Internet Enhances the Contemporary Sense of College Moral Education

American educator John Dewey believes that education is life, and Chinese educator Tao Xingzhi stresses that life is education. Although there are some differences between the two educational ideologies, they both fully affirm the close contact between education and life. Life in lack of education is a blind, lost and low-level life; An education in lack of life is a rootless, fragile and exhausted education. College moral education should not only rely on classroom teaching, but also need to integrate education into daily life to help students deepen knowledge, strengthen identities, and carry out conscious practices. When the survey asked about the “first inclined solution when encounter problems or need to find information”, 11.3% of the students chose to “ask teachers or classmates”, 8.9% of them chose to “check books, magazines and other paper-based information”, 58.3% of them chose to “refer to mobile phones, tablet PCs and other mobile Internet search” and 21.5% of them chose to “refer to desktop computers, notebooks and other fixed network search”. College moral education based on the platform of mobile Internet and experiential, contextual learning allows educators to impart knowledge and solve doubts anytime and anywhere, realize the interaction between theory and practice, and promote the seamless integration of education and life.

1.1.4 Mobile Internet Strengthens the Pertinence of College Moral Education

Getting close to students and understanding students is the premise and foundation to strengthen the pertinence of college moral education, but an unrealistic education away from students is like scratching pruritus through the boot. If based on interactive dialogue, information gathering and characteristic design, mobile Internet will help achieve the “finesness” and “pertinence” of college moral education, and help select the most optimized educational content and finesorted educational design.

Some colleges take full advantage of instant messaging, public opinion monitoring, notification, and other functions of mobile Internet to build mobile Internet moral education platforms, form personalized learning and working platforms, and realize maximum optimization of moral resources. Moral educational workers can collect thinking and behavior status of undergraduates in interactions, grasp the focal points of teaching and work so as to effectively strengthen the pertinence of moral education in colleges.

1.2 Challenges Faced by College Moral Education in the Mobile Internet Era

The unique advantages of mobile Internet have injected fresh vitality into college moral education, and are the practical demands of the era to enhance effectiveness. But at the same time, accompanied by the formation of new educational environment, moral education in colleges faces challenges under the influences of mobile Internet, and in particularly, educators and educated objects face multiple challenges of the new learning modes, teaching methods, and information ecology.

1.2.1 Mobile Internet Evokes Students' Anomie

Mobile Internet greatly changes the thinking and behaving way of college students, which broaden students' visions, facilitates their exchanges, but to a certain extent, influences their original behaviors and causes some students' anomie. Firstly, multivariate information leads to some students' cognitive biases. Mobile Internet information is mixed and uneven. Confined to a lack of practical experience and shallow theoretical knowledge, undergraduates are vulnerable to be affected by public opinion, form misperceptions and accelerate the spread of bad information. Surveys show that on mobile Internet, 61.9% of college students found "pornographic information", 72.9% of them found "rumors and fraud information", 25% of them found "anti-CPC and anti-government information", 83.3% of them found "spam information", and only 4.1% of college students found "no adverse information". Under the temptations of bad information, 9.0% of students "occasionally visited bad information by temptation", and 2.9% of their "spread bad information". Although the proportions are small, under the influences of peer groups, a small group can also have immeasurable negative effects. Secondly, personal terminal exacerbates Internet addiction. In the traditional fixed network environment, Internet addiction of undergraduates has been prominent, and has become a major problem faced by families, schools and society. Mobile Internet has exacerbated Internet addiction to some extent. In recent years, mobile applications have shown an explosive growth trend. Mobile readings, mobile games and mobile videos have rapidly expanded, penetrated into college students' lives, and increased their use stickiness. Surveys show that if forgot to bring the

mobile phone when go out, 33.6% of students "felt a little uneasy", 41.1% of the students "felt very uneasy", 25.3% of them "felt nothing". Visibly, 74.7% of the students going out without the mobile phone felt uneasy (Zheng & Xin, 2012). It can be seen that the dependence of college students for mobile Internet become more prominent as mobile Internet applications continue to diversify. Internet addiction can easily lead to college students' interpersonal relation disturbance, adjustment disorder, learning disability and other network alienation behaviors. Thirdly, fast-food reading misleads college students' learning habit. As mobile reading softwares continue to improve, snack readings with dynamic texts, vivid pictures, beautiful voices, large capacity, compact equipment and other advantages gradually replace traditional reading patterns. "Fast reading" came into being with the fast-paced life, is favored by more and more students, but the disadvantages brought by this reading model are also obvious. Like having a meal, "fast food" can provide a variety of taste experiences, but it's hard for people to appreciate the deliciousness of ingredients in savor, and also can not effectively complement the essential nutrients for the body. Occasionally eating fast food makes people have a special flavor, but eating it every day and taking "fast food" as a "meal" will inevitably lead to malnutrition of spiritual needs. College students can grasp diverse information by taking advantage of the convenience of mobile Internet, but in the long run "fast reading" will weaken college students' abilities to think independently, to speak, to write, and increase social fickleness.

1.2.2 Mobile Internet Shakes the Dominance of Educators

The rise of new media and extensive use of new media technologies is a new subject to college moral education, and puts forward a higher requirement for the capacities of moral educational workers. Firstly, multivariate information sources do not help educators conduct mainstream opinion guide. In the era dominated by radio, television, newspaper and other traditional media, moral educational workers in colleges can effectively guide students to form values in line with the social mainstream ideologies. However, "mobile Internet has a variety of information sources. Some are likely to come from traditional Internet, some may come from information providers, and some may come from mobile phone users, making it's more difficult to track malicious information and regulate information." (Du, 2010). The virtual nature and anonymity of mobile Internet weakens the responsibility sense and legal consciousness of people involved because everyone is the subject of public opinion, and can express his view on the mobile Internet. However, the participants on mobile Internet have uneven levels of media accomplishments, plus the purposive temptation of hostile forces, information sources can

easily produce and spread pluralistic ideas against the social mainstream values, taking mobile Internet as a tool to vent dissatisfaction, so that college students would live in a poor mobile Internet environment where mainstream values and non-mainstream values collide. Secondly, mobile environment affects educators to monitor educational effectiveness. In the traditional moral education classroom, teachers and students impart knowledge, communicate and interact face to face. The educators can be timely and effectively supervise the teaching process to ensure an orderly, normal teaching. With the current technologies, it's still difficult for mobile Internet used in college moral education to take into account the privacy of educational objects, and supervise the learning process through facial recognition system. In the self-learning process, due to poor self-control and external environmental interference, college students will easily become absent-minded during the learning. When the respondents were asked about "the influential factors to suppress the use of mobile Internet in college moral education", 76.9% of the students believed to be "weak self-control of college students, much time used in entertainment but less time in learning". The mobile time and space environment of mobile Internet can not guarantee educators' implementation of a feasible developmental evaluation to educated objects, and can not monitor the learning process of the educated objects through "looking, listening, questioning and diagnosing", resulting in possible loss of control to teaching process.

2. THINKING ON THE PATHS OF COLLEGE MORAL EDUCATION INNOVATION IN THE MOBILE INTERNET ERA

In the mobile Internet era, opportunities and challenges coexist in college moral education. Combining students' characteristics with the inherent law of moral education, seizing the opportunities of the times, and exploring effective innovation paths are the inevitable choice to enhance the effectiveness of college moral education in the new situation.

2.1 Accelerate to Promote Educators' Comprehensive Capacity to Use Mobile Internet

Educator is the bearer, initiator and executor of moral education. Educator's quality directly affects the effectiveness of college moral education. Firstly, educators must change their minds to treat mobile Internet as a battle field. Ideology is the precursor of action. Moral educational workers in colleges must keep up with the times, enhance creativity and emergency awareness, consciously change their minds according to the pulse of the times and development of subjects, enhance the consciousness and initiative to use the mobile Internet. Secondly, educators must improve the professional

capability of using the mobile Internet. Capability is a comprehensive reflection of knowledge, is the skill and art applied in practices. Concerning mobile Internet, educators must have high abilities to capture information, interpret information, make good use of mobile Internet to carry out work. They should be good at examining and reflecting on their own deficiencies in moral practical activities, strengthen the use of mobile Internet technology for learning, actively participate in relevant professional training, consult with an open mind, improve the ability to use new technologies, use mobile Internet to always concern about the moral dynamic of college students, timely adjust focus and teaching arrangements by controlling Internet public opinion, strengthen the contemporary sense and pertinence of college moral education.

2.2 Promote Undergraduates' Accomplishment to Use Mobile Internet

Media accomplishment means that "people have the accomplishments to correctly judge the significance and functions of media information, effectively use and disseminate the information, and also refers to the receivers' critical thinking reacted to media." (Li, 2007) As the major receiver group of mobile Internet, contemporary college students' media accomplishment still has a wide gap from the expectation, so enhancing college students' media accomplishment of using mobile Internet still has a long way to go. Firstly, we must improve the self-control of college students on using the mobile Internet. Based on the current trend of entertainment generalization in mobile Internet, college students must strengthen self-control to consciously expand knowledge, build capabilities, promote the unity of recreation and learning while enjoying the entertainment pleasure. Manage to learn in entertainment, and make progress in leisure. Secondly, regulate college students' behaviors on the mobile Internet. We should reinforce classroom teaching reform, standardize college students' use behaviors, change the traditional concepts, "dredge rather than block", enhance the attractiveness of classroom, and mobilize the learning enthusiasm of college students; Pay attention to mobile Internet legal education, enhance the legal awareness and responsibility sense of college students, guide students to treat pluralistic information rationally, be law-abiding users of mobile Internet; Attach importance to mobile Internet alienation behavior interference, comprehensively intervene college students' Internet addiction problem, establish databases to focus on key work.

2.3 Promote the Construction of College Mobile Internet Utilization Mechanism

In the mobile Internet era, the elements, processes and results of college moral education have undergone profound changes. The construction of a long-term utilization mechanism of mobile Internet has become a

powerful guarantee for the smooth development of college moral education in the new era. Firstly, we should improve the coordination mechanism of using the mobile Internet. Improve the organization and coordination mechanism. In addition to the traditional network moral education organization and leadership mechanism, we should set up special leading groups to take charge of mobile Internet, appoint the head of CPC committee propaganda work to be the leader. The relevant departments should actively participate and cooperate to achieve resource sharing and integration; improve interest coordination mechanism. Considering the different interests of participants, seek reasonable and lawful compromise to achieve a win-win goal. Secondly, improve mobile Internet security mechanism. Improve team guarantee mechanism, strengthen personnel building, actively carry out a variety of training, create favorable conditions to establish relevant recognition and reward systems, improve the political and professional capabilities of moral educational workers; Improve legal protection mechanism, strengthen punishments to mobile Internet violation of laws and disciplines, integrate mobile Internet into school management in accordance with laws, regulations and rules; Improve funding into mobile Internet, improve related educational facilities and equipments, construct mobile Internet educational bases, organize relevant theoretical studies and practical investigations, and create a good external environment for mobile Internet.

2.4 Focus on Building Mobile Internet Moral Education Platform

Mobile Internet moral theoretical education platform and daily moral education platform are the extension of traditional educational positions. Firstly, we should build mobile Internet moral theoretical educational platform. The innovation of mobile Internet moral theoretical education includes: Strengthen layout design by adapting to mainstream terminals, promote moral theoretical education to be principled; Improve moral theoretical education to be personalized based on data analysis and intelligent recommendation; concern receivers' experience, deepen combination of learning and entertainment, promote moral theoretical education to be diversified. Meanwhile, innovate the methods of mobile Internet moral theoretical education: build the "micro-classroom" of moral theoretical education; Improve mobile library visit for moral education. Secondly, build mobile Internet daily moral education platform. Establish mobile Internet college student management platform, use the comparative advantages of mobile Internet to create class blogs, Wechat groups and other modern management platforms, integrate dormitory management,

comprehensive evaluation, work-study and other daily work into mobile Internet, and always provide attentive services to college students. Improve mobile Internet information service systems, rely on Wechat, micro-blog, QQ and other instant messaging tools to publish training information, community event information and employment information, set new paths of QR code, accelerate the "red network" project construction in mobile Internet, seize the highland of daily college moral education.

CONCLUSION

Promoting college moral education to catch up with the times not only needs to timely update educational contents, but also needs to develop educational ways and means to keep with the times, use the latest teaching methods to actively respond to the practical requirements of moral educational changes. With the coming of mobile Internet era, college moral education ushers in new development opportunities. Moral educational work must strengthen innovation awareness, enhance innovation capability, expand educational platforms and enrich educational tools to enhance the attractiveness and influences of college moral education. Meanwhile, colleges must fully review and correctly treat the negative impacts of mobile Internet on college moral education, target to develop effective coping strategies to minimize its negative effects. College moral education based on mobile Internet is a complicated systematic project, requiring moral educational workers to conduct actively exploration, draw on effective domestic and international experience, comprehensively utilize various disciplines so as to promote a continuous improvement of mobile Internet moral educational platform in efficient combination of theory and practice.

REFERENCES

- Du, L. (2010). Innovative strategies of undergraduate ideological and political education based on mobile internet in the 3G era. *Ideological and Theoretical Education*, (1).
- Li, W. D (2007). Media accomplishment: A new exploration on network morality. *Chinese Higher Education*, (19).
- Zhao, C. (2014). A research on the effectiveness of undergraduate ideological and political education based on mobile internet. *Chinese Overseas Education*, (12).
- Zheng, X. N., & Xin, B. (2012). A report on mobile phone dependence of college students—A case study on Shenyang five schools. *Shenyang University of Aeronautics and Astronautics*, (12).